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ABSTRACT

This document reports the findings of a study designed to identify vocational education cross-credit offerings in Connecticut's comprehensive high schools; the policies and procedures regarding cross-credit courses there; and exemplary vocational education cross-credit courses in the state. An introduction describes a survey conducted late in 1988 and 1989 of 108 comprehensive high schools, representing 92 of the state's 169 school districts, all six regional education service center areas, all sizes of schools, and schools from a variety of urban/suburban/rural areas. The findings are reported in sections regarding the status of cross-credit courses; who completed the survey questionnaire; total credits required for graduation; and cross-credit offerings in business education, vocational agriculture, health occupations, consumer and occupational home economics, and technology education. Also included are maps showing surveyed districts by region; charts of surveyed schools offering cross-credit courses; a summary of questionnaire observations; and a questionnaire summary table. Appendix A lists the personnel who worked on the project. Appendix B is a copy of the survey questionnaire. Appendix C names the high schools in the sample. Appendix D provides samples of policies and procedures outlining cross-credit options. Appendix E lists the schools offering cross-credit courses. (CML)

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ED312474

VOCATIONAL EDUCATION
CROSS-CREDIT OFFERINGS IN CONNECTICUT

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
MIDDLETOWN, CONNECTICUT

PREPARED BY
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May 16, 1989

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INTRODUCTION

An increase in mandated state graduation requirements has limited course selection options for many high school students. At times, graduation requirements appear to be at cross purposes with one primary goal of the secondary school, which is to provide all students with the opportunity to explore as many subject areas as possible. Students, struggling to complete the course requirements for graduation, are unable to choose from a wide range of courses which include both core courses and electives.

There are also students for whom increased graduation requirements pose impossible hurdles because they do not function well in a traditional academic environment. For these students and for those who do not plan to continue their education after high school, the answer is often a hands-on learning experience which enables them to relate academic theory to practical applications. Because Vocational Education offers such an alternative, cross-credit programs incorporating the basic academic skills required for graduation are being offered by a growing number of comprehensive high schools in Connecticut.

The Bureau of Vocational Services of the Division of Vocational, Technical and Adult Education has funded a grant to research and identify vocational education cross-credit offerings in Connecticut's comprehensive high schools: to research vocational education cross-credit policies and procedures in Connecticut: to determine exemplary vocational cross-credit courses: and to disseminate research findings on exemplary comprehensive high school vocational education cross-credit programs. An Advisory Committee with representation from the Bureau of Vocational Services. the local education agencies. the Department of Higher Education and the State Council on Vocational Technical Education was established to assist the process.(Appendix A)

Vocational Education courses in which students may earn credit in an academic discipline are: Business Education. Cooperative Work Experience. Health Occupations. Consumer and Occupational Home Economics, Marketing Education. Technology Education. and Vocational Agriculture. The Connecticut State Department of Education policy on vocational cross-credits (January. 1985) states that:

> Agriculture. home economics, and industrial arts may qualify in part. as described in the questions and answers under Science. and some business courses may qualify for math. English or social studies credit as treated above under those categories. In addition. it is reasonable to expect that an analysis of the content in health occupations subjects might result in the granting of science credit.

QUESTIONNAIRE FINDINGS

INTRODUCTION

A survey conducted December 28, 1988, entitled "Vocational Education Courses Receiving Academic Cross-credit for Graduation" (Appendix B) was sent to 108 comprehensive high schools in Connecticut (Appendix C). These high schools represented 92 of the 169 school districts in Connecticut. These schools were selected to provide a cross sample of Connecticut's school districts. They were chosen from each of the six regional education service center areas and included large, medium, and small schools, and urban, suburban, and rural districts. Two mailings were sent: the first in late December, 1988, and a follow-up to schools not responding in late January, 1989. After the second mailing, 103 of the 108 schools contacted had responded, a 95% rate of return. The questionnaire requested both quantitative and qualitative information. The results are summarized and reported below.

RESPONSES

STATUS of CROSS-CREDIT

Of the one hundred three high schools responding, seventy-three schools (71%) indicated that some form of cross-credit was given, seven schools (7%) indicated that consideration is being given to adopting a cross-credit policy, and twenty-three schools (22%) indicated that no cross-credit was given or planned for at this time. The schools in which no cross-credit was given were representative of all segments of the total group surveyed as were those schools offering cross-credit options.

Of the schools offering cross-credit, seven (10%) sent accompanying policies and/or procedures. All but one of the procedures submitted were copies of the course offerings as outlined in the schools' Programs of Studies.(Appendix D) Programs of Studies are presented annually to local Boards of Education for approval of additions, deletions, or revisions to course offerings. The Boards of Education had to approve the cross-credit proposals included in the

Programs of Studies. Only one school sent a policy taken directly from its Board of Education policy book.

INDIVIDUAL COMPLETING REPORT

There were one hundred responses in this category, with eight schools electing not to answer this section. Of the one hundred responses, twenty-six principals (26%) responded for their schools, twenty-one vocational education directors (21%), twelve guidance counselors (12%), twelve department chairpersons (12%), and twenty-nine (29%) classified as other, which represented a combination of superintendents, directors of curriculum, assistant principals, and housemasters.

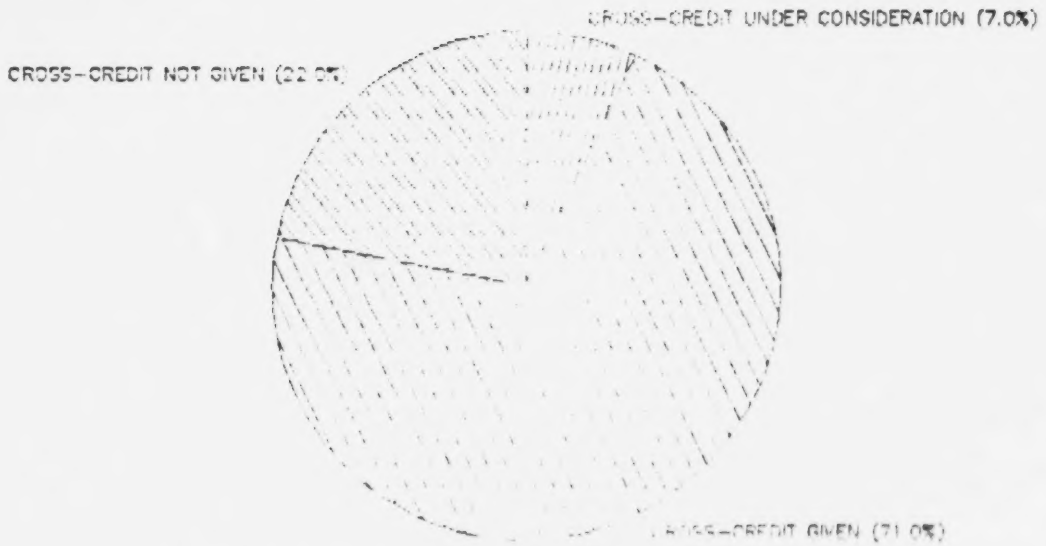
TOTAL CREDITS FOR GRADUATION

Of the eighty-nine schools responding to this question, twenty-nine schools (33%) required twenty credits for graduation, twenty-seven schools (30%) required twenty-one credits, four schools (4%) required twenty-one and one-quarter credits, three schools (3%) required twenty-one and one-half credits, twenty-one schools (24%) required twenty-two credits, one school (1%) required twenty-two and one-half credits, three (3%) required twenty-three credits, and one school (1%) required twenty-four credits.

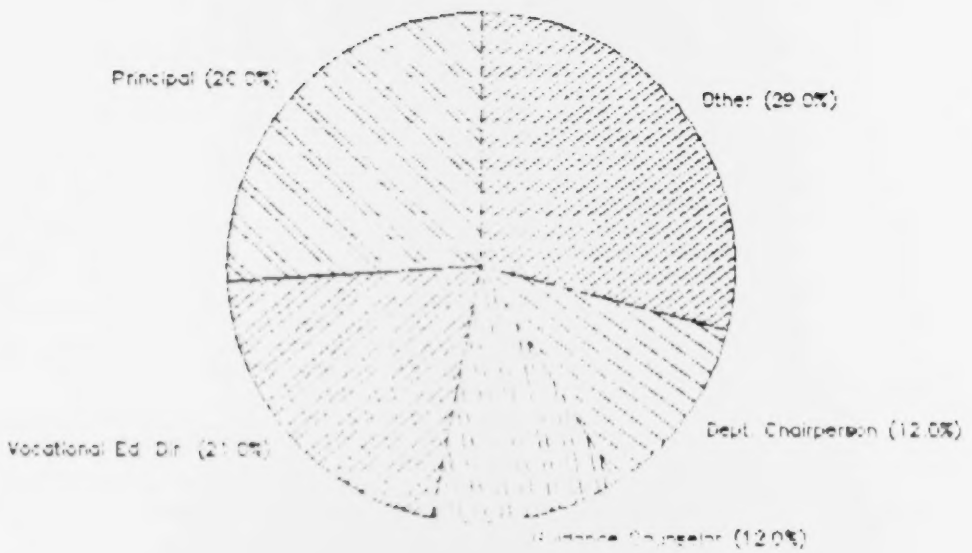
Of those schools who offered cross-credit courses and who responded to this question (56), eighteen schools (32%) required twenty credits, sixteen schools (29%) required twenty-one credits, one school (2%) required twenty-one and one-quarter credits, two schools (4%) required twenty-one and one-half credits, fifteen schools (27%) required twenty-two credits, one school (2%) required twenty-two and one-half credits, two schools (4%) required twenty-three credits, and one school (2%) required twenty-four credits.

RESULTS FROM 103 CT HIGH SCHOOLS RESPONDING

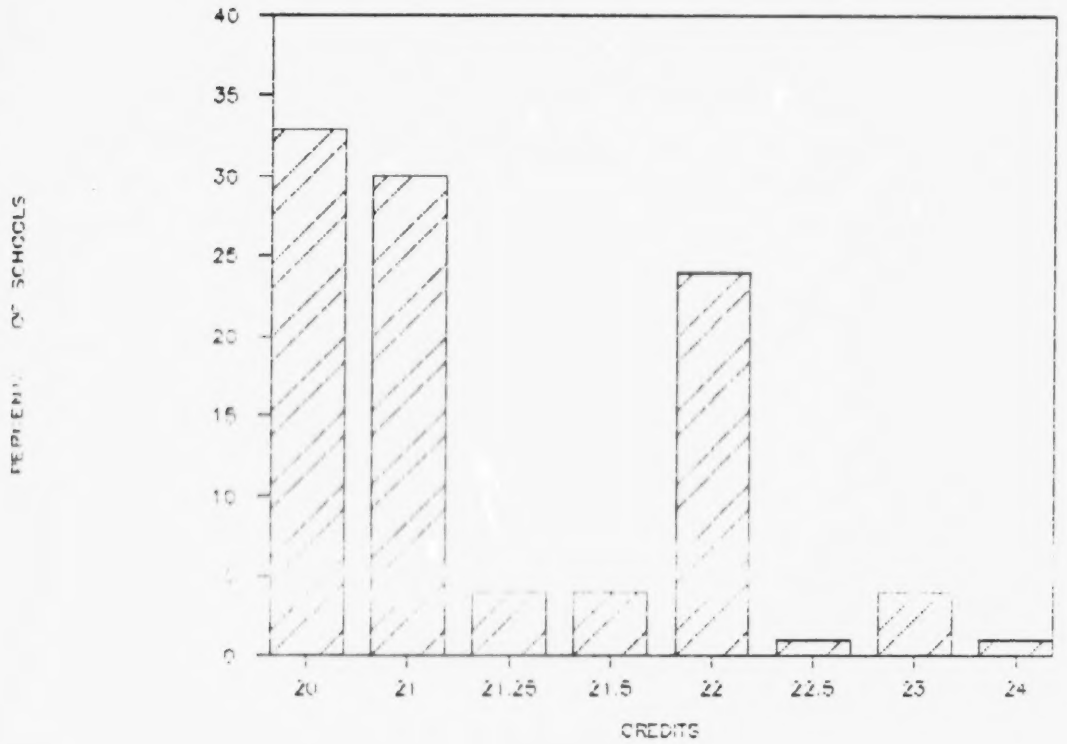
STATUS OF CROSS-CREDIT



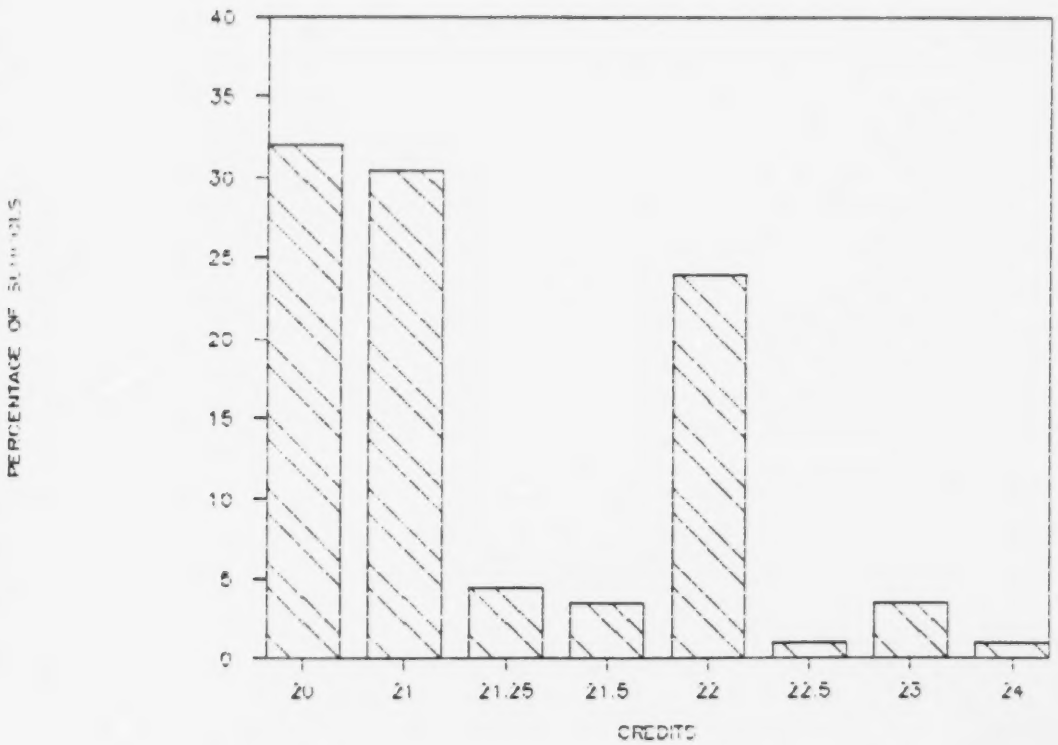
INDIVIDUALS COMPLETING THE REPORT
(100 Responses)



TOTAL CREDITS FOR GRADUATION
(89 schools reporting this information)



TOTAL CREDITS FOR GRADUATION
AT SCHOOLS OFFERING CROSS-CREDIT
(56 schools reporting this information



COURSE OFFERINGS

BUSINESS EDUCATION

All schools surveyed offered Business Education programs. Sixty-nine schools (64%) offered vocational cross-credits in Business Education. The academic subject cross-over areas were Computers, English, Mathematics, Practical Arts and Social Studies. The overwhelming majority offered equivalent credits for the cross-over courses (i.e., one credit for one credit). In a handful of schools, the academic cross-over subject received fewer credits. The subject area for the majority of the teachers teaching the cross-over courses was Business Education: only two schools reported another subject area teacher teaching the cross-over course (English and Social Studies). One school used a team-teaching approach.

The number of students enrolled annually in Business Education cross-credit courses ranged from eight in small schools to one hundred seventy-five in large schools. The cross-credit offerings were instituted in some schools as early as the 1950s, with the most recent offerings being implemented this current school year (1988-89).

VOCATIONAL AGRICULTURE

Fifteen of the one hundred eight high schools surveyed offered Vocational Agriculture programs. Seven of these schools (47%) offered academic cross-over courses for Vocational Agriculture courses. The academic cross-overs were in the areas of Mathematics, Science and Social Studies. The academic cross-over courses received equivalent credit in three schools and fewer credits in three schools. The courses were team taught in two schools. In one school, the students were taught by an Agricultural Science teacher and/or a Science teacher, while in the remaining six schools a Vocational Agriculture teacher was responsible for instruction. The number of students participating annually in these courses ranged from two to seventy-five. The earliest introduction of Vocational Agriculture cross-credit offerings was 1981, with the most recent offerings being the 1988-89 school year.

HEALTH OCCUPATIONS

Of the one hundred eight high schools surveyed, thirty-six offered programs in Health Occupations. Four schools (11%) provided cross-credit programs in the Health Occupations area: three currently and one having received approval to implement its policy in the 1989-90 school year. The academic cross-over areas were Physical Education and Science. These schools offered fewer credits for the academic cross-over. The courses were taught by Vocational Education teachers in two schools, a Nursing/Vocational Education certified teacher in one school, and by a Nursing/Health instructor in the fourth school. None of the schools used a team-teaching approach to instruction.

One school listed the number of students participating annually in this program (25). One school began its cross-credit program in 1980, two schools began their programs in 1987 and the fourth school will begin its program in September, 1989.

CONSUMER and OCCUPATIONAL HOME ECONOMICS

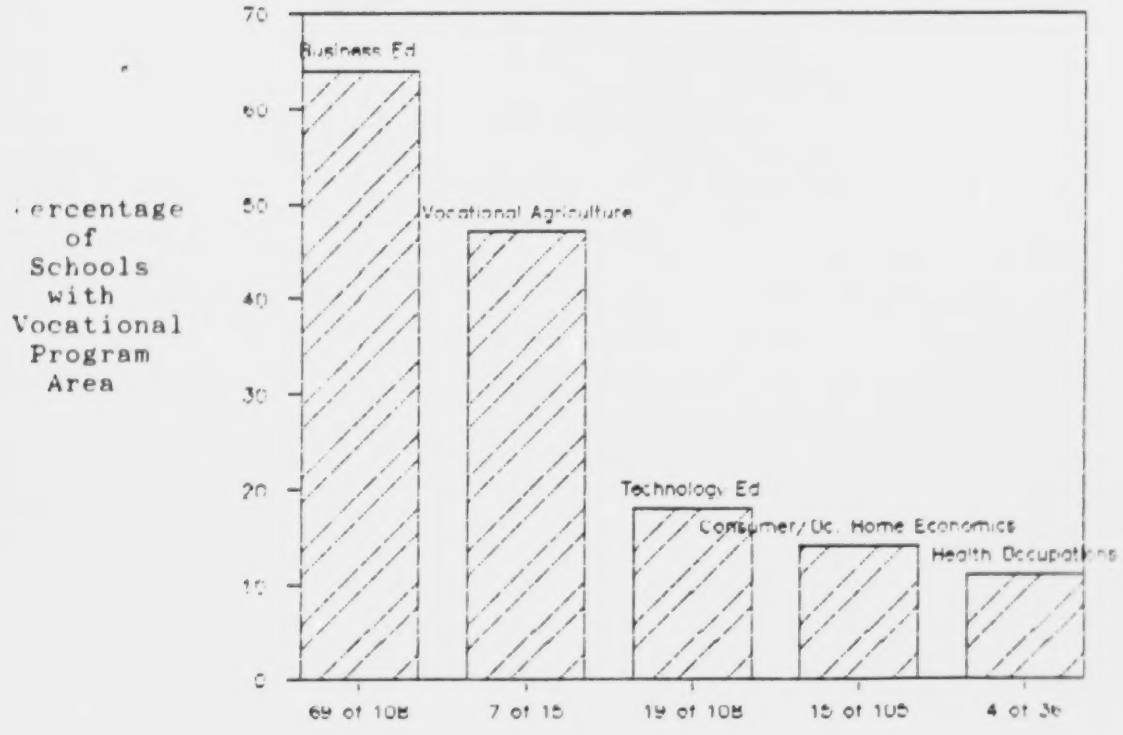
One hundred five schools surveyed offered programs in Consumer and Occupational Home Economics. Fifteen of these schools (14%) have instituted cross-credit courses in Consumer and Occupational Home Economics. The cross-over subject areas were Health Education, Living Skills, Mathematics, Social Studies and Science. All schools except two awarded equivalent cross-over credit. The courses were team taught in two schools with the teachers representing both academic and vocational subject areas; in the remaining schools, the Vocational Education teachers were responsible for instruction. The number of students who participated annually ranged from fifteen to one hundred. The earliest introduction of cross-over credit was 1983 with the most recent implementation being the last school year (1987-88).

TECHNOLOGY EDUCATION

All but one of the one hundred eight high schools surveyed offered programs in Technology Education. There were nineteen schools (18%) which offered academic cross-credit in Technology Education. The academic cross-over areas were Computer Literacy, Fine Arts, Mathematics, Science, and Social Studies. Two of the schools offered fewer credits for the academic cross-over with the remaining seventeen schools awarding equivalent credit. Three schools used a team-teaching approach to classroom instruction with the teachers representing the two cross-over subject areas. At the remaining sixteen schools, instruction was provided by the Vocational Education faculty.

The number of students who took these courses ranged from ten to forty students annually. The first year that a cross-credit course was introduced in Technology Education was 1972, with 1988 seeing the most recent addition to the cross-credit offerings in this area.

CROSS-CREDIT COURSE OFFERINGS
(Of surveyed CT high schools offering programs
in subject-specific vocational areas)



RESCUE

CREC

EASTCONN

ACES

Project LEARN

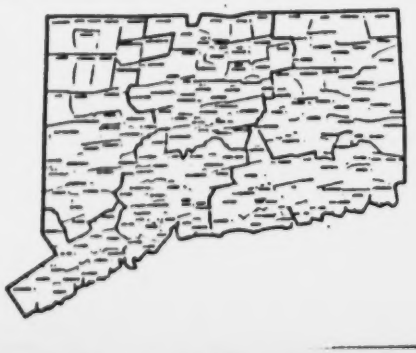
CES

School

Districts

Receiving

Survey



Connecticut
Regional Educational
Service Center Areas

CHARTS OF SURVEYED SCHOOLS
OFFERING CROSS-CREDIT COURSES

KEY FOR CROSS-OVER AREAS

C - Computers
E - English
FA - Fine Arts
HE - Health Education
LS - Living Skills
M - Mathematics
PE - Physical Education
PA - Practical Arts
SC - Science
SS - Social Studies

BUSINESS EDUCATION SCHOOLS	ACCOUNTING	BOOKKEEPING	BUS. AND OFFICE	BUS. COMMUNICATIONS	BUS. COMPUTERS	BUS. ECONOMICS	BUS. ENGLISH	BUS. LAW	BUS. MACHINES	BUS. MANAGEMENT	BUS. MATH	COMPUTER BASIC	COMPUTERIZED BUS. MATH	CONSUMER EDUCATION	CONSUMER MATH	DATA PROCESSING	GENERAL BUSINESS	INTRO. TO BUSINESS	KEYBOARDING	LOTUS	PASCAL	PERSONAL USE RECORDKPG.	PROGRAMMING	RECORDKEEPING	RETAIL MATH	WORD PROCESSING
Ansonia											M															
Bethel	M						E																			
Bloomfield	M																									
Bolton	M														M											
Branford	M	M																	PA							
Bristol Central	M										M											M				
Bristol Eastern	M										M											M				
Lewis Mills	M			E							M													M		
Morgan	M					SS														M						
Coventry	M																									
Cromwell																										
Danbury	M								M		M													M		
Killingly	M					SS	E	SS																		
Valley Reg.	M						E				M															
Coginchaug											M															
East Haddam																										
East Hampton	M																							M		
East Hartford	M					SS					M															
East Lyme	M																									
East Windsor	M					SS		SS																	M	
Enfield						SS		SS			M															
Ferai						SS		SS			M															
Fairfield	M			E		SS																		M		
Housatonic	M						E				M															
Glastonbury																								M		
Greenwich																										

BUSINESS EDUCATION

SCHOOLS	ACCOUNTING	BOOKKEEPING	BUS. AND OFFICE	BUS. COMMUNICATIONS	BUS. COMPUTERS	BUS. ECONOMICS	BUS. ENGLISH	BUS. LAW	BUS. MACHINES	BUS. MANAGEMENT	BUS. MATH	COMPUTER BASIC	COMPUTERIZED BUS. MATH	CONSUMER EDUCATION	CONSUMER MATH	DATA PROCESSING	GENERAL BUSINESS	INTRO. TO BUSINESS	KEYBOARDING	LOTUS	PASCAL	PERSONAL USE RECORDKPG.	PROGRAMMING	RECORDKEEPING	RETAIL MATH	WORD PROCESSING
Fitch	M														M										
Hamden	M										M													M		
Haddam	M						E	SS			M															
Killingworth																										
Daniel Hand	M										M															
Manchester	M			E										SS												
Foran	M			E		SS								SS									M			
John. Law	M			E		SS																				
Masuk	M			E				SS							M			SS								
N.Britain	M					SS				SS	M															
N. Fairfield	M														M									M		
Newington	M																							M		
Newtown	M			E																				M		
North Branford	M					M										M										
North Haven	M					SS																				
Brian McMahon	M										M													M		
Norwalk	M										M													M		
Montville	M																									
Old Saybrook	M				M																					
Plainfield	M						E				M															
Plainville	M										M															
Portland	M																							M		
Putnam	M			E		SS		SS			M													M		
Ridgefield	M																									
Rocky Hill	M																						M			
Seymour	M																									
Shelton	M																M							M		
Simsbury						SS																				

BUSINESS EDUCATION SCHOOLS	ACCOUNTING	BOOKKEEPING	BUS. AND OFFICE	BUS. COMMUNICATIONS	BUS. COMPUTERS	BUS. ECONOMICS	BUS. ENGLISH	BUS. LAW	BUS. MACHINES	BUS. MANAGEMENT	BUS. MATH	COMPUTER BASIC	COMPUTERIZED BUS. MATH	CONSUMER EDUCATION	CONSUMER MATH	DATA PROCESSING	GENERAL BUSINESS	INTRO. TO BUSINESS	KEYBOARDING	LOTUS	PASCAL	PERSONAL USE RECORDKPG.	PROGRAMMING	RECORDKEEPING	RETAIL MATH	WORD PROCESSING
Pomperaug	M							SS																	
Southington	M			E		SS		SS																	
Stafford	M					SS		SS																	
Stonington	M								M		M												M		
E. O. Smith	M				C			SS																	C
Thomaston	M																								
Tourtellotte	M																								
Torrington	M					SS		SS			M			SS				SS					M		
Sheehan	M																								
Crosby	M																						M		
Wilby																									
Waterford											M							M							
Watertown	M										M					C									
Westbrook	M			E							M														
Conard	M					SS					M														
Hall	M					SS					M														
Windham	M					SS					M					M									
Northwestern Reg.	M					SS		SS								M									
Wolcott	M																								
Amity Reg.											M														

CONSUMER &
OCCUPATIONAL
HOME ECONOMICS

SCHOOLS	ADULT LIVING	CHILD DEVELOPMENT	CONSUMER ISSUES	CULINARY ARTS	FAMILY LIFE	FOODS	FOOD SCIENCE	FOOD SERVICE	HEALTH AND NUTRITION	HEALTHY LIVING	HEREDITY & CHILD DEV.	HOME AND FAMILY LIV.	HUMAN RELATIONS	HUMAN RE. & THE FAMILY	INDEP. LIVING	INDIVIDUAL & SOCIETY	LIFE SCIENCE	PARENTING	PERSONAL RELATIONS	PRE-SCHOOLER	SENIOR PROBLEMS
Ansonia																					
Bethel																					
Bloomfield																					
Bolton																					
Branford																					
Bristol Central																					
Bristol Eastern																					
Lewis Mills																					
Morgan																					
Coventry																					
Cromwell																					
Danbury																					
Killingly																					
Valley Reg.																					
Coginchaug	LS	LS																			
East Haddam																					
East Hampton																					
East Hartford																					
East Lyme																					
East Windsor									SC		SC										
Enfield							SC														
Fermi							SC														
Fairfield																					
Housatonic																	SC				
Glastonbury																					
Greenwich																					

25

CONSUMER & OCCUPATIONAL HOME ECONOMICS

SCHOOLS	ADULT LIVING	CHILD DEVELOPMENT	CONSUMER ISSUES	CULINARY ARTS	FAMILY LIFE	FOODS	FOOD SCIENCE	FOOD SERVICE	HEALTH AND NUTRITION	HEALTHY LIVING	HEREDITY & CHILD DE	HOME AND FAMILY LIV.	HUMAN RELATIONS	HUMAN RE. & THE FAMILY	INDEP. LIVING	INDIVIDUAL & SOCIETY	LIFE SCIENCE	PARENTING	PERSONAL RELATIONS	PRE-SCHOOLER	SENIOR PROBLEMS
Fitch																				
Haddam Killingworth																				
Daniel Hand																				
Manchester																				
Foran																				
John. Law																				
Masuk																				
N.Britain			SS			SC							SS		SS					
N. Fairfield																				
Newington														SS						
Newtown																				
North Branford												HE								
North Haven																				
Brian McMahon										PE										
Norwalk										PE										
Montville																				
Old Saybrook																				
Plainfield																				
Plainville																				
Portland																				
Putnam																				
Ridgefield																				
Rocky Hill																				
Seymour																				
Shelton																				
Simsbury																				

CONSUMER &
OCCUPATIONAL
HOME ECONOMICS

SCHOOLS	ADULT LIVING	CHILD DEVELOPMENT	CONSUMER ISSUES	CULINARY ARTS	FAMILY LIFE	FOODS	FOOD SCIENCE	FOOD SERVICE	HEALTH AND NUTRITION	HEALTHY LIVING	HEREDITY & CHILD DEV.	HOME AND FAMILY LIV.	HUMAN RELATIONS	HUMAN RE. & THE FAMILY	INDEP. LIVING	INDIVIDUAL & SOCIETY	LIFE SCIENCE	PARENTING	PERSONAL RELATIONS	PRE-SCHOOLER	SENIOR PROBLEMS
Pomperaug																					
Southington						SC						SS								SS	
Stafford																SS					
Stonington																					
E. O. Smith																					
Thomaston																					
Tourtellotte																					
Torrington		SS			SS								SS					SS			
Sheehan																					
Crosby																					
Wilby				SC		SC															
Waterford																					
Watertown																					
Westbrook																					
Conard																					
Hall																					
Windham																					
Northwestern Reg.																			SS		
Wolcott																					
Amity Reg.																					

TECHNOLOGY EDUCATION SCHOOLS	AEROSPACE	AUTOMOTIVE MECHANICS	DRAFTING	ELECTRICITY	ELECTRONICS	ENGINEERING DRAWING	JOURNALISM/ GRAPHIC ARTS	MACHINE SHOP	MACHINE TECH.	MATH FOR INDUSTRY	PRINCIPLES OF TECH.	SCIENCE and TECH. IN DAILY LIVING	TECHNICAL COMPUTERS	TECHNOLOGY MATH	VOCATIONAL MATH
Ansonia															
Bethel															
Bloomfield															
Bolton															
Branford															
Bristol Central															
Bristol Eastern															
Lewis Mills															
Morgan															
Coventry															
Cromwell														M	
Danbury			M												
Killingly															
Valley Reg.															
Coginchaug															
East Haddam															
East Hampton															
East Hartford															
East Lyme															
East Windsor															
Enfield		SC	M	SC	SC										
Fermi		SC	M	SC	SC										
Fairfield															
Hamden															
Housatonic															
Glastonbury										M		SC			
Greenwich										SC					

TECHNOLOGY EDUCATION SCHOOLS	AEROSPACE	AUTOMOTIVE MECHANICS	DRAFTING	ELECTRICITY	ELECTRONICS	ENGINEERING DRAWING	JOURNALISM/ GRAPHIC AR	MACHINE SHOP	MACHINE TECH.	MATH FOR INDUSTRY	PRINCIPLES OF TECH.	SCIENCE and TECH. IN DAILY LIVING	TECHNICAL COMPUTERS	TECHNOLOGY MATH	VOCATIONAL MATH
Fitch															
Hamden															
Haddam Killingworth															
Daniel Hand											SC				M
Manchester															
Foran															
John. Law															
Masuk															
N.Britain					SC	E									
N. Fairfield														M	
Newington															
Newtown															
North Branford															
North Haven															
Brian McMahon	SC SS														
Norwalk	SC,SS														
Montville															
Old Saybrook															
Plainfield															
Plainville															
Portland															
Putnam															
Ridgefield															
Rocky Hill															
Seymour															
Shelton															
Simsbury				SC										M	

TECHNOLOGY EDUCATION SCHOOLS	AEROSPACE	AUTOMOTIVE MECHANICS	DRAFTING	ELECTRICITY	ELECTRONICS	ENGINEERING DRAWING	JOURNALISM/ GRAPHIC ARTS	MACHINE SHOP	MACHINE TECH.	MATH FOR INDUSTRY	PRINCIPLES OF TECH.	SCIENCE and TECH. IN DAILY LIVING	TECHNICAL COMPUTERS	TECHNOLOGY MATH	VOCATIONAL MATH
Pomperaug															
Southington				SC	SC										
Stafford														M	
Stonington															
E. O. Smith													C		
Thomaston															
Tourtellotte															
Torrington			FA												
Sheehan															
Crosby															
Wilby															
Waterford															
Watertown															
Westbrook															
Conard											SC				
Hall											SC				
Windham															
Northwestern Reg.				SC	SC										
Wolcott															
Amity Reg.															

VOCATIONAL AGRICULTURE SCHOOLS	AGRISCIENCE & TECHNOLOGY	VO AG
Ansonia		
Bethel		
Bloomfield		
Bolton		
Branford		
Bristol Central		
Bristol Eastern		
Lewis Mills		
Morgan		
Coventry		
Cromwell		
Danbury		
Killingly		
Valley Reg.		
Coginchaug		
East Haddam		SC
East Hampton		
East Hartford		
East Lyme		
East Windsor		
Enfield		
Fermi		
Fairfield		
Hamden		
Housatonic		SC
Glastonbury	SC	
Greenwich		

HEALTH OCCUPATIONS SCHOOLS	BASIC HEALTH OCCUPATIONS	HEALTH CAREERS	NURSING ASSISTANT
Ansonia			
Bethel			
Bloomfield			
Bolton			
Branford			
Bristol Central			
Bristol Eastern			
Lewis Mills			
Morgan			
Coventry			
Cromwell			
Danbury			
Killingly			
Valley Reg.			
Coginchaug			
East Haddam			
East Hampton			PE
East Hartford			
East Lyme			
East Windsor			
Enfield		SC	
Fermi		SC	
Fairfield			
Hamden			
Housatonic			
Glastonbury			
Greenwich			

VOCATIONAL AGRICULTURE SCHOOLS	AGRISCIENCE & TECHNOLOGY VO AG
Fitch	
Haddam Killingworth	
Daniel Hand	
Manchester	
Foran	
John. Law	
Masuk	
N.Britain	
N. Fairfield	
Newington	
Newtown	
North Branford	
North Haven	
Brian McMahon	
Norwalk	
Montville	
Old Saybrook	
Plainfield	
Plainville	
Portland	
Putnam	
Ridgefield	
Rocky Hill	
Seymour	
Shelton	
Simsbury	

HEALTH OCCUPATIONS SCHOOLS	BASIC HEALTH OCCUPATIONS	HEALTH CAREERS	NURSING ASSISTANT
Fitch			
Haddam Killingworth			
Daniel Hand			
Manchester			
Foran			
John. Law			
Masuk			
N.Britain			SC
N. Fairfield			
Newington			
Newtown			
North Branford			
North Haven			
Brian McMahon			
Norwalk			
Montville			
Old Saybrook			
Plainfield			
Plainville			
Portland			
Putnam			
Ridgefield			
Rocky Hill			
Seymour			
Shelton			
Simsbury			

VOCATIONAL AGRICULTURE	AGRISCIENCE & TECHNOLOGY		HEALTH OCCUPATIONS	BASIC HEALTH OCCUPATIONS	HEALTH CAREERS	NURSING ASSISTANT
SCHOOLS		VO AG	SCHOOLS			
Pomperaug			Pomperaug			
Southington		SC,M	Southington			
Stafford			Stafford			
Stonington			Stonington			
E. O. Smith		SC	E. O. Smith			
Thomaston			Thomaston			
Tourtellotte			Tourtellotte			
Torrington			Torrington			
Sheehan			Sheehan			
Crosby			Crosby			
Wilby		SC	Wilby			
Waterford			Waterford			
Watertown			Watertown			
Westbrook			Westbrook			
Conard			Conard			
Hall			Hall			
Windham			Windham			
Northwestern Reg.		SC,SS	Northwestern Reg.			
Wolcott			Wolcott			
Amity Reg.			Amity Reg.			

SUMMARY OF QUESTIONNAIRE OBSERVATIONS

1. The rate of return for the questionnaire was significant as the majority of schools contacted responded (95%).

2. Over seventy percent of the comprehensive high schools surveyed offered cross-credit courses.

3. Few schools sent accompanying policies and procedures. Of those that did, the majority highlighted the cross-credit courses and respective course descriptions as outlined in their Program of Studies booklet, a local Board of Education approved document. The policies and procedures outlined in these Programs of Studies were unique to each local district as they showed several variations among the requirements for implementation.

4. There were no significant factors observed for the schools not offering a cross-credit program; these schools represented all segments of the total group surveyed as did the schools offering cross-credit programs (geographically dispersed, small, medium, and large school districts, urban, suburban and rural areas).

5. The individuals responding most frequently to the questionnaire were building-level, central office administrators and vocational education directors.

6. The number of credits required for graduation was almost evenly distributed among schools between the twenty to twenty-two credit range with three schools requiring twenty-three credits and one school twenty-four credits.

7. The vocational subject areas that were represented by cross-credit offerings ranged from Business Education with the most offerings (64%) to Health Occupations with the fewest course offerings (11%). Business Education cross-credit courses were found in almost all the surveyed schools offering the cross-credit option.

8. There were no cross-credit programs offered in the areas of Cooperative Work Experience and Marketing Education.

9. The academic cross-credit subject areas were Computers, English, Fine Arts, Health Education, Living Skills, Mathematics, Physical Education, Practical Arts, Science, and Social Studies.

10. The majority of schools offered equivalent credit for their cross-over subject areas.

11. In the majority of schools offering cross-credit courses, the Vocational Education teachers were responsible for the instruction of the students in the cross-over subject area.

12. Few schools offered a team-teaching approach as part of their cross-credit programs.

13. The number of students participating in cross-credit courses ranged from two to one hundred seventy-five, depending on total school enrollment and the particular cross-credit course being offered.

14. Cross-credit courses have been implemented in comprehensive high schools in Connecticut beginning in the 1950's and continuing through the current school year, 1988-89.

QUESTIONNAIRE SUMMARY TABLE

Questionnaire	
Target Population	108 comprehensive high schools
Rate of return	103 schools or 95%
Status of Cross-credit (Of 103 schools responding to questionnaire)	
Cross-credit given	71%
Cross-credit under consideration	7%
Cross-credit not given	22%
Individual Completing Report (Of 100 responses in this category)	
Principal	26%
Vocational Education Director	21%
Guidance Counselor	12%
Department Chairperson	12%
Other (Superintendent, Director of Curriculum, Assistant Principal, Housemaster)	29%

Total Credits for Graduation
(Of 89 schools reporting this information)

20 credits	33%
21 credits	30%
21.25 credits	4%
21.50 credits	4%
22 credits	24%
22.50 credits	1%
23 credits	4%
24 credits	1%

(Of 56 schools reporting this information which offer cross-credit)

20 credits	32%
21 credits	31%
21.25 credits	5%
21.50 credits	4%
22 credits	24%
22.50 credits	1%
23 credits	4%
24 credits	1%

Cross-Credit Course Offerings
(Of the surveyed schools offering programs in each vocational area)

Business Education	64%
Vocational Agriculture	47%
Health Occupations	11%
Consumer and Occupational Home Economics	14%
Technology Education	18%

APPENDIX A

PROJECT PERSONNEL

Theodore S. Sergi, Director, Division of Vocational, Technical and Adult Education

Valerie K. Pichanick, Project Manager

Dorothy M. Zeiser, Project Director, St. Joseph College

Marilyn M. Horton, Project Facilitator

ADVISORY COMMITTEE

Patricia Aiello, Manchester High School

Candace Brickley, Coginchaug Regional High School

David Brysgel, Manchester High School

Josephine D'Orsi, Weaver High School

Pasquale Drago, Jr., West Hartford Public Schools

Merle Harris, Department of Higher Education/SCOVE

Bruce Hassan, Glastonbury High School

Jo Ann Hoff, Bureau of Vocational Services

Dennis Kelly, Southington High School

Roger Lawrence, Bureau of Vocational Services

George Wheeler, Housatonic Valley Regional High School

Mary Joanne Whitehouse, East Hartford High School

Harry Zerooglan, Enfield Public Schools

APPENDIX B

Connecticut State Department of Education
Division of Vocational. Technical and Adult Education

VOCATIONAL EDUCATION COURSES RECEIVING ACADEMIC CROSS-CREDIT FOR GRADUATION

The Bureau of Vocational Services is in the process of updating information on comprehensive high schools which recognize vocational education courses (Business, Cooperative Work Experience. Health Occupations, Consumer and Occupational Home Economics, Marketing Education, Technology Education, Vocational Agricultural) as cross-credit courses for required graduation credit. Please complete this form and return to Marilyn M. Horton, Project Facilitator, State Department of Education, 25 Industrial Park Road, Middletown, CT 06457, by January 13, 1989.

PLEASE ATTACH A COPY OF ANY POLICIES AND PROCEDURES THAT YOU FOLLOW TO DETERMINE CROSS-CREDITS. If you know of other high schools in your region that offer cross-credit courses. please list the names of these schools so that we may be assured that we have contacted them.
Results of this survey will be disseminated this spring to those schools responding. Thank you for your assistance in completing this questionnaire.

VOCATIONAL EDUCATION COURSES RECEIVING ACADEMIC CROSS-CREDIT

(Please print or type: make additional forms if needed.)

School: _____ District: _____

Individual completing form: _____

Title:_____ Telephone: _____

Total high school credits for graduation: _____

Cross-credit is: _____given as indicated on reverse side
_____under consideration as indicated on reverse side
_____not given at this time

(OVER)

Vocational program area: _____

Course title: _____ Academic subject area Cross-over: _____
Total credits earned: _____ Cross-over creds. earned: __
Taught by: Subject area of teacher(s)_____
Team taught: Yes_____ No_____
Average number of students annually: _____
Year started: 19_____
Additional comments/Clarification:

Vocational program area: _____

Course title: _____ Academic subject area Cross-over: _____
Total credits earned: _____ Cross-over creds. earned: _
Taught by: Subject area of teacher(s)_____
Team taught: Yes_____ No_____
Average number of students annually: _____
Year started: 19_____
Additional comments/Clarification:

Vocational program area:_____

Course title: _____ Academic subject area Cross-over: _____
Total credits earned: _____ Cross-over creds. earned: _
Taught by: Subject area of teacher(s)_____
Team taught: Yes_____ No_____
Average number of students annually: _____
Year started: 19_____
Additional comments/Clarification:

APPENDIX C

HIGH SCHOOLS RECEIVING QUESTIONNAIRE

Ansonia
Bethel
Bloomfield
Bolton
Bridgeport
    Bassick
    Central
    Harding
Branford
Bristol
    Bristol Central
    Bristol Eastern
Burlington - Region 10
    Lewis Mills Reg.
Chaplin - Region 11
    Parish Hill
Clinton
    Morgan
Coventry
Cromwell
Danbury
Danielson
    Killingly
Darien
Deep River - Region 4
    Valley Regional
Durham - Region 13
    Coginchaug Reg.
East Granby
East Haddam
East Hampton
East Hartford
East Lyme
East Windsor
Enfield
    Enfield
    Enrico Fermi
Fairfield
Falls Village - Region 1
    Housatonic Valley Reg.
Farmington
Glastonbury
Greenwich
Griswold
Groton
    Fitch
Hamden
Hartford
    Bulkeley
    Hartford Public
    Weaver
Hebron - Region 8
    RHAM
Higganum - Region 17
    Haddam-Killingworth
Lebanon
    Lyman Memorial
Ledyard
Madison
    Daniel Hand
Manchester
Meriden
    Maloney
    Platt
Middletown
Milford
    Foran
    Jonathan Law
Monroe
    Masuk
Naugatuck
New Britain
New Fairfield
New Haven
    Conte Career Magnet
    Hillhouse
    Wilbur Cross
Newington
*New Milford
Newtown
North Branford
North Haven
Norwalk
    Brien McMahon
    Norwalk
Oakdale
    Montville
Old Saybrook
Plainfield
Plainville
Plymouth
    Terryville
Portland
Putnam

Ridgefield
Rocky Hill
Seymour
Shelton
Simsbury
Southbury - Region 15
    Pomperaug Reg.
Southington
Stafford Springs
    Stafford
Stamford
   *Stamford
   *Westhill
Stonington
Storrs - Region 19
    E.O. Smith
Thompson
    Tourtellotte
Torrington
Trumbull
Wallingford
    Lyman Hall
    Sheehan
Washington - Region 12
   *Shepaug Valley Reg.
Waterbury
    Crosby
    Kennedy
    Wilby
Waterford
Watertown
Westbrook
West Hartford
    Conard
    Hall
West Haven
Westport
Wethersfield
Windham
Windsor
*Windsor Locks
Winsted - Region 7
    Northwestern Reg.
Wolcott
Woodbridge - Region 5
    Amity Reg.

*
Did not respond to questionnaire

APPENDIX D

SAMPLES OF POLICIES/PROCEDURES
OUTLINING CROSS-CREDIT OPTIONS

Danbury High School

FINAL DRAFT
FEB. 3. 1986

HIGH SCHOOL GRADUATION REQUIREMENTS
GRANTING OF CROSS CREDIT

In certain instances. it may be possible. in order to fulfill the high school graduation requirements. for a student to elect to receive credit in one discipline for a course offered in a different discipline.

CRITERIA IN ESTABLISHING A CROSS CREDIT

The content of the cross credit course should be scrutinized to ascertain if the primary focus of this course is in the area in which credit is to be granted.

PROCEDURES

1. The course syllabus is distributed to member of both departments for review and comments.

2. Comments from department members are sent to the assistant superintendent in charge of curriculum.

3. A meeting is called involving the chairpersons/coordinators of the two curriculum areas involved. the principal or principals of the school(s) which would be affected. and the assistant superintendent in charge of curriculum.

4. Discussion takes place about the focus of this course and a direct link is established to the area in which credit is to be granted. If no direct link can be made. then the matter is dropped and the course is not accepted for cross credit.

5. The final decision will be made by the assistant superintendent in charge of curriculum.

EXISTING COURSES WHICH ARE NOW GRANTING CROSS CREDIT

All courses which are presently granting cross credit will be reviewed to insure compliance with the criteria established for the granting of cross credit.

East Windsor Junior/Senior High School

...accounting familiarizes the student with the basic principles of the double-entry accounting system. The accounting cycle is covered from the opening entry to the closing entry, including the adjusting and correcting entry. The use of four special journals, the General Journal, and the Combination Journal along with the theory behind everyday accounting is stressed. This course may be used to meet a math requirement. 1 Credit

6653 Typing I

Sophomores, Juniors, Seniors
1 Credit

Typing I is recommended for all students. The purpose of this course is to learn to operate a typewriter correctly and efficiently for vocational use. During the course the student develops mastery of the keyboard and experience in typing beginning projects which include paragraphs, business letters, manuscripts, and tabulations. Accuracy instead of speed is stressed during the learning process.

6663 Business Law

Juniors, Seniors
1/2 Credit

Business Law is a study of those laws that apply to everyday business situations and transactions including the individual's rights and duties in the business community. The course is concerned with discussions of civil cases such as contracts, bailments and labor relations. This course can be used to meet a Social Studies requirement for business students only. A business student is one who is enrolled in and successfully completes at least two (2) credits in other business courses.

6673 Business Economics

Juniors, Seniors
1/2 Credit

This course is based on an understanding of our economy and our economic system. Special emphasis is placed on production and distribution of goods, the stock market, income tax, money, and credit. This course can be used to meet a Social Studies requirement for business students only. A business student is one who is enrolled in and successfully completes at least two (2) credits in other business courses.

6693 Personal Typing

Sophomores, Juniors, Seniors
1/2 Credit

This is a survey course which will train the student to operate the typewriter correctly and efficiently for personal use. Course content includes: typing various types of letters, centering, outlining, term papers, tabulations, and duplicating masters.

6712 Shorthand I

Juniors, Seniors
1 Credit

A course designed to develop a thorough mastery of the principles of shorthand. The emphasis is on development of ability to take dictation at a rate which will enable a student to become employable.

6743 Machine Transcription

Juniors, Seniors
1/2 Credit

Machine transcription is a highly marketable skill and requires no shorthand. The ultimate goal will be to combine listening and typewriting skills while transcribing dictated materials into neat, accurate form. Prerequisite: Typing I.

6753 Typing II

Juniors, Seniors
1 Credit

This course is designed for the student seeking immediate employment. It will improve basic typing skills needed to type letters, manuscripts, legal documents, business forms, tabulations, and rough drafts. Students will also be introduced to word processing. Accuracy is stressed at all times, and students will be encouraged to be critical of all typed material.

6763 Office Procedures

Seniors
1 Credit

Office Procedures helps the student to get a more responsible position in an office. Some of the subject matter covered includes: filing, incoming and outgoing mail, the telephone, the telegraph, and financial records. This course puts the finishing touches on the office worker so that he/she will perform his/her job in the most efficient manner, thereby, receiving a promotion and/or salary raise.

6772 Accounting II

Juniors, Seniors
1 Credit

Accounting II will train the student to become a full-time accounting clerk capable of keeping books for a small business. The course will familiarize the student with partnership and corporation business, departmental accounting, and the voucher system. The course is highly recommended for the student who wishes to pursue a college education in the field of business. This course may be used to meet a math requirement.*

6773 Retailing Math

Sophomores, Juniors, Seniors
1 Credit

Retailing Math provides an application of the fundamental concepts in mathematics applying them to the business world, especially for retailing. Retailing Math develops computational skills required in buying and selling merchandise, daily calculations in retailing, pricing merchandise, inventory procedures, and income and loss in retailing. Designed for Retailing and Retailing Management students. This course meets a math requirement towards graduation. However, no more than one credit can be given toward the combination of Business Math and Retail Math.*

6703 Retailing

Sophomores, Juniors, Seniors
1 Credit

Retailing - Is designed for students who have an interest in the field of marketing and retailing. The course exposes the student to methods and skills in the areas of retailing, management, sales, cashiering, advertising, displays, receiving and marking merchandise. Students experience working in the school store.

5633 Heredity and Child Development — Sophomores, Juniors, Seniors
1 Credit

This is a combined offering of the science and home economics departments. Genes are studied to see how they make you what you are. Students have opportunities to figure out some of their own inherited traits. Also studied are pregnancy, physical growth and development of children, and problems of parenting. A child development lab involving children from the community provides the opportunity for first hand observation and study. (This course meets a science requirement toward graduation.) This course will be offered in alternating years (ending with odd numbers) beginning in September 1985.

3763 Health and Nutrition — Sophomores, Juniors, Seniors
1 Credit

A combined offering of science and home economics, designed for students who have passed biology. All body systems are studied as well as the related areas of first aid, effects of drugs and alcohol on the body, and major diseases. Other topics include how nutrients affect your health and body, studies of special food needs such as weight control, vegetarianism, deficiency diseases. Parts of the course are enhanced by food preparation where applicable. (This course meets a science requirement toward graduation.) This course will be offered in alternating years (ending with even numbers) beginning in September 1984.

Enfield Public Schools
Enfield, Connecticut

CROSS-OVER CREDITS

5127.3

1. Cross-over credits may be granted to individual students at the discretion of the administration.

2. Cross-Credits may be issued totally or partially but the total must not exceed the original credit allotted to the Vocational course.

3. The number of cross-credits will be limited to a maximum of one credit in any discipline. In addition, a student must successfully complete at least one credit of work in that discipline before a cross-over credit be considered.

4. The criteria for recommending cross-over credits will be set forth in the Administrative Regulations.

Policy Adopted: November 24, 1986
Policy Effective: Immediately

Revised: 12 12 88

mts/eir

ENFIELD PUBLIC SCHOOLS
ENFIELD, CONNECTICUT

Administrative
Regulation 5127.2

CROSSOVER CREDIT

Recognizing that it is important for all students to attain a balanced, comprehensive education, students should make a sincere effort to obtain at least the minimum number of credits from each of the required disciplines for graduation as set forth by the Enfield Board of Education Policy no. 5127. Each high school administration is responsible to implement the following:

* 1. Crossover Credits may be granted to individual students at the discretion of the Administration.

* 2. Crossover Credits may be issued totally or partially but the total must not exceed the original credit allotted to the Vocational course.

* 3. The number of crossover credits will be limited to a maximum of one credit in each discipline. In addition, a student must sucessfully complete at least one credit of work in that discipline before a crossover credit can be considered.

* 4. The procedure for crossover credits will be set forth in the Administrative Regulations.

* Board Policy 5127.2

ADMINISTRATIVE REGULATION

In individual cases a student may qualify for crossover credits from courses in other disciplines.

1. Registration for crossover credits will take place at the time set aside for general course selection for the ensuing school year.

2. Enrollment in courses for crossover credits, as in all courses, will not be considered final until course selection has been reviewed.

3. Each school shall monitor the registration process and is expected to maintain a current list of students engaged in the crossover credit program.

4. No cross credits shall be applied retroactively.

5. A review of this regulation shall take place not later than October 15, 1989.

The following courses can be considered for cross-over credit:

COURSE	TOTAL CREDITS	ACADEMIC CROSS-OVER TO	NUMBER CROSS-OVER CREDITS
Architectural Drafting	1	Mathematics	1/2
Automotive 1	2	Science	1/2
Automotive 2	2	Science	1/2
Business & Consumer Math A	1/2	Mathematics	1/2
Business & Consumer Math B	1/2	Mathematics	1/2
Business Law 1	1/2	Social Studies	1/2
Business Law 2	1/2	Social Studies	1/2
Economics	1	Social Studies	1
Electricity/Electronics	1	Science	1
Food Service 1	2	Science	1/2
Food Service 2	2	Mathematics	1/2
Health Career 1	1	Science	1/2
Health Career 2	1	Science	1/2

Every course taken in the 9th, 10th, 11th and 12th grades becomes a part of the student's official high school record. This record of units of credits and marks earned determines a student's average, rank in class and qualifications for promotion and graduation.

GRADUATION/PROMOTION REQUIREMENTS

Senior High School (Grades 9-12)

Promotion is based primarily on the cumulative number of credits earned in subjects in which the student has obtained the minimum passing mark. Although the concept of grade promotion is used, it is limited chiefly to homeroom organization and activities.

The yearly minimum number of credits necessary in grade promotion is:

(9th Grade) to (10th Grade) - 5 (10th Grade) to (11th Grade) - 10
(11th Grade) to (12th Grade) - 15

Required Credits

4	credits in English
3	credits in Social Studies, one of which must be in U.S. History
3	credits in Mathematics (A total of one credit may be taken in Business Math, Accounting, or Record Keeping.)
3	credits in Science
1	credit in the Arts (Arts-Crafts, Business, Contemporary Living, Industrial Technology, and Music)
1½	credits in Physical Education
15½	TOTAL CREDITS FROM *REQUIRED* SUBJECTS

TOTAL CREDITS

15½	Total credits from *required* subjects
4½	Credits to be earned from *elective* subjects
20	TOTAL CREDITS

SUMMATION

Seniors must take and must pass a minimum of four (4) credits. This means that a senior who will have accumulated the required number of credits by June of the senior year but who has not earned four (4) credits in the senior year will not be eligible for graduation in June. For purposes of this senior year regulation, Work Study will not be considered as a credit earned.

Additionally, any student who has not fulfilled the graduation requirements as stipulated will not be eligible to participate in the June graduation ceremony.

HELLEN
ER
LY

—Guidance Chairperson

Norwalk High School

SKILL_LEVEL_PLACEMENT

Students are placed into academic classes (English, Mathematics, Science, Social Studies, and Foreign Languages) according to their record and ability. Student's work, teacher recommendation, and/or testing are factors which help determine the placement. If parents feel that the placement should be something other than that recommended, they should request (in writing) a meeting with the principal and the appropriate department head. At the meeting the different perspectives will be presented and a decision will be made regarding the final placement of the student. Parents, students, and teachers should be aware that, in a small school such as ours, scheduling constraints may have a bearing on the final placement.

* THE FOLLOWING IS INFORMATION WHICH SHOULD BE CONSIDERED AS YOU PLAN YOUR PROGRAM AT THE OLD SAYBROOK SENIOR HIGH SCHOOL:

1. Graduation Requirements
2. Type of curriculum which is appropriate for you--one that meets your needs and challenges you to do your best work.
3. Typical core programs and elective courses follow this information.

***Please be sure that you understand that:

A. Students will be assigned to the appropriate required course on the recommendation of the teacher or Guidance counselor unless the student's parent requests in writing a different placement (or if the student is 18 years old or over and makes the request himself/herself)

B. Students can be placed in an academic course in one discipline, honors in another, and general in yet another; students can establish themselves in a program which crosses different ability levels.

C. All courses which do not satisfy a specific graduation requirement for the individual may be taken as an elective.

* D. Certain courses in the curriculum may be used to fulfill a math requirement for graduation:

   1. Accounting 1
   2. Accounting 2
   3. Basic
   4. Pascal

OLD SAYBROOK HIGH SCHOOL

GENERAL INFORMATION

The primary objective of Ridgefield High School is to provide an educational program which will satisfy the students' academic needs, and future educational and vocational plans. This booklet has been prepared to acquaint both students and parents with various course offerings and basic information pertaining to the selection of these courses. It should be used along with the Pupil Course Request sheet which indicates the specific courses offered for each grade.

The selection of courses requires serious attention. In making decisions pertaining to the selection of courses, it is hoped that students will take advantage of the wide range of course offerings. Students and parents are encouraged to contact teachers, guidance counselors, and administrators when they can be of help. It is important that students make wise course selections and make maximum use of the educational opportunities available at Ridgefield High School.

The Course Catalog is to be used to assist students in the selection of a program of studies for the next school year. Both the Course Catalog and the School Handbook provide students and parents with the policies and procedures under which Ridgefield High School operates.

ACCREDITATION STATEMENT

Ridgefield High School is accredited by the New England Asociation of Schools and College, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation by the New England Association of Schools and Colleges, Inc., indicates that the school or college has been carefully evaluated and has met standards agreed upon by qualified educators.

Graduation Requirements

Students must earn at least twenty-one (21) units of credit, with a minimum of 16 1/2 credits required as shown above:

English	4 years - 4 unit/credits
Mathematics	3 years - 3 unit/credits+
Science	3 years -3 unit/credits
Social Studies	3 years - 3 unit/credits*
Foreign Language	1 year - 1 unit/credit
Computer Science/Computer Literacy	1/4 year - 1/4 unit/credit
Physical Education	4 years - 1 unit (1/4/ unit/year)
Health	1/4 year - 1/4 unit/credit
Arts or Vocational Education	1 year - 1 credit

+ A course in Accounting may be applied to the three year mathematics requirement.

** One of which must be U.S. History or American Studies.*

The Arts and Vocational Education credit includes courses in the following departments: Art, Business, Home Economics, Industrial Arts and Music.

A unit is defined as one subject studied the equivalent of five periods a week for a full year.

In order to assure that all students use the 7 period school day to best advantage, each student must carry a minimum of 5 units of credit plus physical education during each semester of the academic year, and are encouraged to go beyond this minimal requirement, if possible. Actually six units of work per semester are recommended.

Transfer students must meet Ridgefield High School graduation requirements. This can be accomplished by applying the credits earned at previously attended high schools and the credits earned while attended Ridgefield High School.

Students who have failed to achieve above the remedial standard on the State's Eighth Grade Mastery Test may be required to take remediation programs established for them, as appropriate in the areas of mathematics, reading and language arts, including writing, as a condition of graduation. Such programs will be in addition to the regular graduation requirements of the school. One-quarter (1/4) credit satisfactory completion of each such remediation program will be earned but may not be applied toward the minimum requirements for graduation.

No subject which is taken in grades 7 and 8 will be counted toward the requirements for graduation. This means subjects such as Algebra I, Earth Science, German I, French I, or Spanish I.

Most courses meet daily for a total of five meetings per week. There are some course exceptions. The biology, chemistry and physics courses offer a laboratory experience and meet six times per week. The physical education, health, driver education, and computer literacy courses meet twice a week. One credit courses meet for a minimum of 120 clock hours of instruction on one year; one-half credit courses meet for a minimum of 60 clock hours for one semester of instruction.

EQUALITY OF OPPORTUNITY

The Ridgefield Public Schools do not discriminate on the basis of race, national origin, color, religious creed or age (in accordance with Title VI of the Civil Rights Act of 1964); physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973) and sex or marital status (in accordance with Title IX of the 1972 Education Amendments) in any of their educational programs, activities, or employment policies.

Contact persons for questions and concerns are:

Title VI, Title IX: Joseph Leheny 544-9861.

Section 504: Dr. Michael Mendelsohn, 544-9881.

COURSE CHANGES

It is essential that all course selections be made carefully because the number of teachers hired as well as textbooks and supplies ordered are based on the selections. A large number of changes affect budgetary and staffing decisions. Therefore, the program

Southington High School

COURSE SUBSTITUTIONS FOR STATE REQUIRMENTS

COURSE NAME	CAN BE USED AS A CREDIT IN		
*Accounting I	Mathematics	or	Vocational Education
*Accounting II	Mathematics	or	Vocational Education
*Adv. Accounting	Mathematics	or	Vocational Education
Bus. Communications	English	or	Vocational Education
Business Law	Social Studies	or	Vocational Education
Computer Math I	Mathematics		
Computer Math II	Mathematics		
Computer Math III	Mathematics		
Development of Drama	English	or	Art
Economics	Social Studies	or	Vocational Education
**Electricity I	Science	or	Vocational Education
**Electricity II	Science	or	Vocational Education
**Electronics I	Science	or	Vocational Education
**Electronics II	Science	or	Vocational Education
Food For Fitness & Health	Science	or	Vocational Education
Home & Family Living	Social Studies++	or	Vocational Education
Intro to Dramatic Arts	English	or	Art
Intro. to West. Culture	Social Studies+++		
Psychology	Social Studies		
*Senior Accounting	Mathematics	or	Vocational Education
The Pre-Schooler	Social Studies+	or	Vocational Education
***VoAg I, II, III or IV	Mathematics	or or	Science Vocational Education

*Maximum 1 credit in Mathematics
**Maximum 1 credit in Science
***1 credit may be used towards Mathematics, Science and Vocational Education provided 4 years of VoAg is completed
+Not with Psychology
++Not with Sociology
+++Not with World Civics Grade 9

APPENDIX E
SURVEYED SCHOOLS OFFERING CROSS-CREDIT COURSES

BUSINESS EDUCATION

Amity Regional
Ansonia
Bethel
Bloomfield
Bolton
Branford
Brien McMahon
Bristol Central
Bristol Eastern
Coginchaug Regional
Conard
Crosby
Coventry
Danbury
Daniel Hand
East Hampton
East Hartford
East Lyme
E.O. Smith
East Windsor
Enfield
Enrico Fermi
Fairfield
Fitch
Foran
Glastonbury
Haddam-Killingworth Regional
Hall
Hamden
Housatonic Valley Regional
Jonathan Law
Killingly
Lewis Mills
Manchester
Masuk
Montville
Morgan
New Britain
New Fairfield
Newington
Newtown
North Branford
North Haven
Northwestern Regional
Norwalk
Old Saybrook
Plainfield
Plainville
Pomperaug
Portland
Putnam
Ridgefield
Rocky Hill
Seymour
Sheehan
Shelton
Simsbury
Southington
Stafford
Stonington
Thomaston
Torrington
Tourtellotte
Valley Regional
Waterford
Watertown
Westbrook
Windham
Wolcott

VOCATIONAL AGRICULTURE

East Haddam
E.O. Smith
Glastonbury
Housatonic Valley Regional
Northwestern Regional
Southington
Wilby

HEALTH OCCUPATIONS

East Hartford
Enfield
Enrico Fermi
New Britain

CONSUMER AND OCCUPATIONAL HOME ECONOMICS

Brien McMahon
Coginchaug Regional
East Windsor
Enfield
Enrico Fermi
Housatonic Valley Regional
New Britain
Newington
North Branford
Northwestern Regional
Norwalk
Southington
Stafford
Torrington
Wilby

TECHNOLOGY EDUCATION

Brien McMahon
Conard
Cromwell
Danbury
Enfield
Enrico Fermi
E.O. Smith
Glastonbury
Greenwich
Hall
Manchester
New Britain
Newington
Northwestern Regional
Norwalk
Simsbury
Southington
Stafford
Torrington